Canadian Centre for Foreign Policy Development

Centre canadien pour le développement de la politique étrangère

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TAPPING INTO INTERNATIONAL EXPERIENCE: ENGAGING CANADIAN YOUTH IN BUILDING FOREIGN POLICY ON ISSUES RELATED TO CHILDREN AND WOMEN IN LATIN AMERICA

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Pueblito Canada

October 4, 2001

3010.7E

ISBN: 0-662-31568-5
E2-444/2002E

Department of Foreign Affairs and International Trade
Ministère des Affaires étrangères et du Commerce international

Canada

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Introduction

Exploring the situation of women and children in Latin America and the Caribbean touches upon a wide array of inter-related issues: education and health care; participation and exploitation; and poverty and human rights. Drawing on the conference information package and tapping into their own experience in Latin America, participants were invited to submit a list of what they envisaged as the most salient issues in the region. Four principal themes emerged from these lists: health, education, safety and security of children, and the role of the family/gender participation in child rearing.

The policy options/action plans presented by each group considered the following points:

- Who would benefit from the plan?
- Who would implement it?
- How would it be put in place?
- Who would finance it?
- How long would it last?
- How can it be designed so it is sustainable?

Following the forum, groups' notes were typed up and circulated back to group members. Participants were given a week to clarify their views and encouraged to submit further thoughts on what they had developed at the forum. Due to the tight schedule on the evening of the forum, the groups did not have the opportunity to fully develop each of their ideas. This consultative process therefore provided them with another opportunity for reflection. A week later, the groups' notes were transformed into a policy format and circulated again to ensure that they reflected the group's voice. Some additional policy suggestions have been added to fill out the group's ideas.

What follows are the policy suggestions (in the order they appear) of the four major themes that were identified by the participants: safety and security, education, health, and role of the family/gender participation.

SAFETY AND SECURITY

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Background

For many children in Latin America, life on the streets is a harsh reality. Whether they have a home to go to at night or not, child street labour is often the only form of income that supports individual children and/or their families. Forms of street labour include work such as selling petty goods including drugs, and sex work. The UN Convention on the Rights of the Child declares in Article 32 that children have the right to be protected from economic exploitation and from any work that is a threat to their health, education and development. Due to high poverty and low education levels throughout the region of Latin America, it is unsustainable to eliminate child labour altogether. A more effective strategy is to provide the necessary means for street children to protect themselves against violence, crime and disease in this environment, while receiving the education and personal development skills that are necessary for them to become healthy, productive adults who can live a life away from the streets.

Policy Goal

To provide a place for street children to meet that addresses their immediate safety concerns while receiving training in work and life skills.

Rationale for Policy

Street children in Latin America are denied the elements that are necessary for them to lead healthy and productive lives. Though their work is crucial for their survival or that of their families, these children will not reach their full potential if they have no other choice than to work on the streets. The UN Convention on the Rights of the Child requires that governments set a minimum age for employment, make rules about hours and conditions of work, and establish penalties for non-compliance of these rules. While governments unquestionably have a responsibility for protecting the rights and safety of their country's children, it is extremely difficult to enforce policies about child labour in countries where this workforce is often the only option for families. With this in mind, it is therefore more sustainable to prepare street children with the skills they need to survive on the streets, without resorting to harmful practices such as sex work and narcotic usage, in addition to supplying them with the abilities necessary to obtain high-quality employment.

Objectives

The objectives of this policy are:

- To create a location for street children to have as their place for storing their earnings and obtaining daily necessities that might not otherwise be met, such as food and shelter;
- To provide education in areas of health and safety through the means of educational pamphlets and sessions which are mandatory to attend in order to be use the facilities of the center;
- To offer micro-credit loans in exchange for attending classes;
- To provide evening training classes in a vocation or trade in order to meet the educational needs of street children and to encourage them to obtain gainful employment in the

future;

- To develop a sense of community and belonging among the children in order to nurture self-esteem and personal development.

Policy

To this end, in cooperation with local NGO's, educational and health organizations and professionals as well as local governments and ministries, Canada should:

- Pilot a project of this nature in Canada to study its effectiveness.
- Support the funding necessary to establish such educational centers throughout Latin America.
- Encourage and facilitate collaboration of local educational and health organizations and professionals to develop suitable materials and resources for the education of street youth.
- Encourage national governments to develop incentives for educators and health professionals to bring their expertise to this sector.
- Help to develop co-op programs for street children who have received training from the educational centers.

HEALTH

Background

While efforts have been made at meeting basic health needs for people in the Latin American region, most specifically in the form of vaccinations and modern medicines, there has been a lack of the required education necessary for young people to understand their bodies and to be capable of taking control of their health. Lack of health education has dramatically affected the incidences of unplanned pregnancies among Latin American girls and has contributed to the increasing number of young people with HIV and other STDs. By denying young people the proper education that needs to be coupled with health measures, children and youth are ill informed about their own bodies and are therefore not equipped to deal with their ever changing physical and mental health. As a result, children move into adulthood uncomfortable discussing health problems, particularly in the areas of sexuality and psychology. New strategies are necessary to ensure that health needs are being met along with the educational component that is required to nurture healthy, strong young minds, able to comprehend changes in their bodies and how to properly maintain their health and emotional well being.

Policy Goal

The goal of this policy is to improve health education in schools and health centers so that youth and children will receive the knowledge and information they need to maintain their physical and emotional health throughout their lives.

Rationale for Policy

During their internships in Latin America, the youth in this forum observed that there are major cultural taboos surrounding the topics of sexual and mental health. This leads to the inability to protect oneself against problems of this nature, or even knowing how to seek help should trouble arise in either of these areas. Particularly affected by such taboos are women and girl children, who, generally have less access to proper health care and education and therefore have little means of maintaining their own well-being. The ability to assess one's own health condition, coupled with the empowerment of control over one's body provides a means of reducing gender inequalities while lessening the dependency on health care systems. Adequate knowledge in the areas of physical and mental health also assists in alleviating the taboos surrounding discussion of these subjects, opening up dialogue between families, communities and health professionals. This can be accomplished by incorporating more thorough health education into primary and secondary school curriculums and at health centers and clinics.

Objectives

The objectives of the policy are:

- To reformulate school curriculum, incorporating the topic of health (physical, sexual, emotional, psychological etc.) at an appropriate age and context;
- To lessen the dependency on health systems by promoting healthy lifestyles and decision making among children and youth;
- To reduce cultural taboos surrounding the topics of sexual and mental health and open up more dialogue between children, families and communities;
- To decrease gender barriers by teaching girls and boys about their physiology and capabilities;
- To form links between teachers and health professionals so that teachers can be properly trained and ease their transition into the new curriculum;
- To form links between teachers, health professionals and families in order to ensure that dialogue on these issues is maintained.

Policy

To this end, in coordination with local departments of education and health, local and national NGOs and schools, Canada should:

- Encourage and help to formulate relationships between health students in universities and working professionals and schools and clinics.

- Provide health education teaching resources and materials for students and teachers.

- Help facilitate community meetings so that parents and community members are informed about the new curriculum component, allowing them to give input while learning about the importance of this subject matter to the sustainable future of their families.

ROLE OF THE FAMILY/GENDER PARTICIPATION

Background

Despite the international legal frameworks that have been established to protect the rights of women and children, countries in Latin America and the Caribbean are often slow to translate their obligations into national public policy. Even when governments do reform their policies, they rarely have the resources required to sensitize the judicial system, the police, social workers and workplaces to the realities of gender prejudice. Equally, many citizens are unaware of their civil, political, legal and labour rights. Lack of information about these rights is especially pronounced among men and women who live in rural communities because they often have low levels of literacy and participation in school. Indigenous communities in particular may be unable to access information about their rights because it is only available in the dominant language (either Spanish or Portuguese) rather than their indigenous tongue.

Women and children form another specific group whose rights are consistently abused. Since they live in a gendered political, economic and social system, women (and children) are often *over represented* in low paying, lower status jobs in the informal sector, which gives them little in the way of social benefits, legal rights and job security. Women also tend to be *under represented* in political, social and corporate level decision-making processes that hold the key to bringing about social change that will begin to dismantle the structures of gender inequality. Two significant factors that serve to perpetuate such inequality are that women may not be aware of their own human rights, and that the public (governments and the judicial system) and private sector (multi national corporations and local industry) rarely enforce these rights.

Policy Goal

The goal of this policy is to enhance overall awareness among civil society about the rights to which they are entitled, and among the public and private sector about the responsibilities to which they are committed.

Rationale for Policy

Women and children in Latin America and the Caribbean, as in countless countries around the world, are daily exposed to factors that deny them their right to enjoy a full life. Development that grants them these rights cannot be achieved without promoting, preserving and defending collective and individual human rights. To this end, the Canadian government continues to promote the rights of women and children as a fundamental tenet of Canadian foreign policy. This has been demonstrated not only by its ratification of various conventions, including the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), but also by the fact that human rights constitutes one of the six key priorities for Canada's Official Development Assistance.

Canada also supports the full participation of women as equal partners in the sustainable development of their societies. It recognizes that achieving gender equality in development policy means more than just addressing the practical needs of women, in terms of enhancing their capacity for doing domestic work, earning an income, and securing housing and basic services. It also entails enhancing the strategic interests of women so that they can improve their relative status to men within society. This means changing women's subordinate position in society

through policies that may include gaining legal and labour rights, increasing access to and knowledge about these legal rights, and closing wage gaps.

Canada has long been an advocate of human rights, and remains committed to promoting a better understanding and awareness of human rights, and achieving gender equality, both at home and throughout the world. As such, it is well suited to promote greater acknowledgment of these human rights within society, and to press corporations and government to take account of these rights.

Objectives

The objectives of the policy are:

- To support indigenous and rural communities, and women and children in the realization of their full human rights;

- To promote greater social responsibility among and between the private and public sectors in promoting economic development.

Policy

To this end, Canada should:

- Support local initiatives and groups that encourage the widespread dissemination of information pertaining to human rights through schools, national and international NGOS, independent media, churches, community and human rights monitoring groups. As much as possible, this should be in the language and through a media accessible to those communities that are the most marginalized, and that would benefit most from an awareness and understanding of these rights.

- Hold Canadian multinational corporations accountable to international and national labour practices and laws.

- **Encourage Canadian multinationals to follow the same labour and human resource practices abroad as they do at home, in particular with regard to their policies regarding to the hiring of women and affirmative action programs.**

- **Charge Canadian multinationals with giving back a portion of their profits to the community in which they are working, perhaps through the development of recreational spaces, support of local skills, vocational training programs, health care and nutritional support.**

- **Develop a list of best practices and a report card on Canadian corporations working abroad.**

- Promote the fostering of mutually beneficial partnerships between multinational corporations and national industry (e.g. sweatshops and the garment industry), and local human rights groups. The latter would ensure adhesions to local labour laws and greater awareness of worker's rights in the workplace, while rewarding the former's commitment

to these practices by highlighting their corporate responsibility to the national and international community.

- Encourage initiatives to reform legislation at the national and municipal level of government that perpetuates gender inequality.

EDUCATION

Background

Education has an important role to play in mobilizing people to pull themselves out of poverty. A recent OAS statistic showed that individuals in Latin America and the Caribbean (LAC) now need a minimum Grade 12 education in order to break the cycle of poverty. Yet ironically, the opportunity cost of getting an education cannot compete with the benefits that an additional income brings in serving people's immediate needs. It is for this reason that although more and more countries enjoy universal access to primary education, a large percentage of children who enroll never actually complete school. While both boys and girls drop out when economic resources falter, boys' educations are consistently favoured over girls', who therefore often leave school in order to participate in domestic chores. Across the region, access to education remains inequitable for girls, especially in rural communities, among indigenous and minority groups whose (language) rights may not be safeguarded or recognized, and among children with a disability who are usually the last to receive an education, employment, and fair and equal treatment. Even where efforts have been made to enhance access to primary and secondary education, the quality of education falters. Classes are large, space and resources are limited, and there are few qualified teachers. Children in marginalized communities often arrive at school unable to focus on their education because they are hungry and tired from the long distances they have to travel to get to school. Measures need to be taken that both support a child's educational needs while providing for some of their basic human needs.

Policy Goal

The goal of this policy is to enhance access to education among the most marginalized communities and to increase the quality of education that these communities deserve.

Rationale for Policy

Through its Official Development Assistance Program, the Canadian Government has committed itself to six program priorities. One such priority is to meet the basic human needs of the individuals that are the focus of its programs. These needs include providing basic education, nutrition and health care. Among individuals who are unable to meet even the most essential necessities of life, such as feeding and clothing themselves, education serves little purpose. Education should therefore be conducted in an environment that supports a more holistic approach to meeting basic human needs. Early childhood development programs support the health, nutrition, and emotional and physical well-being of the child and their caregivers. It provides health care, educational support about early childhood needs, hygiene, and sanitation practices for pregnant mothers, as well as nutrition, health care and educational programs for children; such programs have already proven highly beneficial to mothers and young children. Similar programs, while perhaps more limited in scope, could no doubt prove equally valuable to the pre-school and primary school age groups.

Objectives

The objectives of the policy are:

- To enhance the quality of education of those individuals most marginalized in a society, and especially girls and people with disabilities, among poor, rural, indigenous, and minority communities;

- To increase the chances of individuals completing school by providing them incentives for staying in school;

- To provide a better and more supportive learning environment for school-goers and teachers, and to make education a better choice for individuals living in marginalized communities.

Policy

To this end, **in coordination with national and local government and NGOs,** Canada should:

- **Encourage governments to develop and adopt a national education policy, if one does not already exist, ideally in coordination and consultation with local NGOs, community and church groups, indigenous organizations and minority groups.**

- **Support existing local and national networks that promote educational programmes in marginalized communities.**

- **Help to promote alternative systems of education that correspond to the language, resources and needs of the community, and that are organized and run by the community.**

- Encourage national governments to develop incentives for teachers and volunteers **working in formal and informal educational settings** that will address the shortfall of qualified teaching staff **among the most marginalized communities**.

- **Help governments develop incentives and a program for keeping kids, and especially girls, in school. This may include reward programs, youth employment strategies, vocational training programs and job creation programs based on a minimum level of education. It should also include a national campaign that demonstrates the benefits of an education to sensitize parents and communities to this.**

- Promote the development of "Breakfast Clubs" and basic health care programs in pre- and primary schools, supported by **CIDA in partnership with** Canadian or indigenous **NGOs,** corporate sponsors **and government.**

- Provide transportation for children attending school in remote regions with the help of corporate sponsors.

- **Develop an'adopt-a-school' program whereby individuals, communities or corporations in the host country or Canada, sponsor Teacher and Student kits for an individual school. Each kit would provide the resources needed to function in a school, including student notebooks, pencils, erasers, etc.**

- Foster traveling workshops for teachers, **and a national network through which teachers can provide support to one another, share resources and ideas.**

- Capitalize on Canada's experience and technical expertise in providing education in remote areas to support both basic education and increase access to information technology for diverse groups and communities.

And at home:

- Live up to Canada's commitment to increase its aid budget and allocate a certain percentage to support an educational and curriculum reform process and programs in the Americas as a priority.

- Improves CIDA's mechanisms for delivering basic education.

- Encourage Industry Canada and HRDC to support Canadian institutions, NGOs and training companies to work on education in the Americas.

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APPENDIX A: THE INFO PACKAGE

Dear

We are very excited to have you as a participant of this forum "Tapping into International Experience: Engaging Canadian Youth in Building Foreign Policy on Issues Related to Children and Women in Latin America", funded by The John Holmes Fund. You have been selected based on your experiences in Latin America, as well as the other achievements you highlight in your resume. Your participation in this forum will generate dynamic dialogue and policy suggestions.

The purpose of this package is to provide you with an overview of the forum and the organizations involved; give you a background on Canadian foreign policy objectives in the Americas; supply you with a briefing paper examining the issues; and actively engage you in the issues prior to the forum.

In this package you will find the following documents entitled:

- Forum Day: Overview, Goals and Expectations
- Pueblito (brochure)
- The Canadian Centre for Foreign Policy Development (blue)
- The John Holmes Fund (blue)
- Brief History of Canadian Foreign Aid to Latin America (yellow)
- Broad Overview of Canadian Foreign Policy Objectives (pink)

- Assignment Sheet
- Briefing Paper on "The Well-being of Children and the Quality of Life of Women in Latin America and the Caribbean"
- Appendix – Bibliography, Glossary of Terms, Websites
- Important International Meetings and Legal Frameworks for Children, Youth and Women

We strongly urge you to become familiar with the information provided in the package as it will add to your existing knowledge and provide checks and balances to your experiences. The assignment sheet is to guide you through some of the questions you will explore at the forum. It is not necessary to hand it in. Instead please forward other questions relating to the issues as well as your expectations of the forum to gerry@pueblito.org. The entries will be compiled and forwarded to all participants electronically along with a bio of each attendee. Feel free to do your own research and provide a reading list to be passed on to other participants.

Finally, if you have any questions or concerns about your role at the forum, please do not hesitate to contact me. Two weeks prior to the event I will send you the agenda for the evening, directions and a map, and all final details.

Sincerely,

Geraldine Molinolo-Batista
Forum Coordinator
Pueblito Canada

Forum Day: Overview, Goals and Expectations

Date: Wednesday July 18th, 2001.
Time: 6-10 pm. We ask that you arrive by 5:45 to be ready to go at 6 pm sharp.
Location: Metro Hall, Toronto, Ontario.

OVERVIEW

The final agenda for the forum is pending approval, below is the general layout of activities for the evening.

- Arrive
- Meet Pueblito staff and volunteers and other forum participants
- Go to designated table, look over assigned topics
- Guest speaker (TBA)
- Work through topics with participants at your table
- Break: Working Dinner
- Forum Participants convene in large group to hear next Guest Speaker (TBA)
- Questions/ Comments for Guest Speakers
- Back to tables: Create draft policy suggestions based on your group work, guest speakers and previous knowledge and experience
- Present some suggestions to larger group
- Closing Remarks
- Good-byes

GOALS

- Create space for open dialogue and networking with young Canadians who share similar experiences in Latin America.
- Develop policy suggestions to be forwarded to the Canadian Centre for Foreign Policy Development (CCFPD).
- Create a video of the forum highlighting key moments and recapping the process. This video will also be forwarded to the CCFPD and featured on Pueblito's website.

EXPECTATIONS

- Be on time. There is much work to be done and the videographer begins filming at 6 pm sharp.
- Know your stuff. If the only time you can dedicate to the issues prior to the forum is the time you invest in reading this package, you are fully prepared to participate.
- Participate, participate, participate. Sure it's awkward discussing important issues with total strangers, but don't hold back, this is your chance to be heard and provide suggestions.
- Respect others' opinions and experiences. Hopefully you will not agree with everyone at your table, it makes for challenging debates, but please remember we all have unique contributions.
- Provide feedback. In the days following the forum share your impressions of the experience with Pueblito.

The Canadian Centre for Foreign Policy Development

In 1994, a Special Joint Committee of Parliament called for increased dialogue with Canadians and greater public input towards foreign policy making. The Canadian Centre for Foreign Policy Development (CCFPD) was thus established to facilitate Canadians' involvement in foreign policy decisions and initiatives. The CCFPD achieves this mandate by:

- Providing policy information;
- Alerting citizens to opportunities for public contributions;
- Facilitating and promoting a policy development network across Canada;
- Encouraging and supporting policy development capacity in universities and colleges, NGOs and civil society;
- Helping to integrate a public dimension into foreign policy making activities.

The CCFPD provides support to the public to formulate and submit seminars and papers related to foreign policy making and projects. Major activities in this area include the National Forum on Canada's International Relations as well as support for workshops and conferences and other projects that contribute to the development of foreign policy. Financial support for the public is available through the **John Holmes Fund**, which has been created specifically for public initiatives that generate policy options for Canada's foreign policy.

The Centre also publishes and posts all policy option papers and reports on their web site. The "Canadian Foreign Policy Journal", as well as "Études International", also publish relevant policy option papers.

In addition, the CCFPD's Internet site can be used for education purposes, providing teaching modules and hyper-link access to useful research and background information. This component aims to ignite discussion on foreign policy issues and to engage a new generation of Canadians in the subject of international affairs.

For more information about the CCFPD and the John Holmes Fund please see www.cfp-pec.gc.ca/ProjectFund/proj-e.htm

The John Holmes Fund

Formed in 1996 by Foreign Affairs Minister Lloyd Axworthy, the John Holmes Fund was created in response to the Canadian government's foreign policy mandate to strengthen non-governmental participation in foreign policy making by means of a foreign policy outreach fund. The John Holmes Fund, named in honour of the late Canadian diplomat, academic, policy activist and long time head of the Canadian Institute for International Affairs (CIIA), provides financial support for citizens proposing policy development/policy option projects. The Fund is available for three categories of projects: policy papers, round tables (seminars, symposia, small conferences, etc.) and workshops. All Canadian non-government/non-profit organizations, institutes or individuals, other groups and organizations are eligible and encouraged to apply.

Criteria for receiving funding include policy relevance (that which contributes to and advances debate on foreign policy and needs); involvement of youth (as researchers, trainees, participants, rapporteurs etc.); and collaboration among individuals, institutions and academics, NGOs and others. Proposals are reviewed by a committee consisting of; Centre staff, representatives of the Department of Foreign Affairs and International Trade (DFAIT), and outside experts as required. Final decisions on project awards are made by the Minister of Foreign Affairs. The John Holmes Fund has already been utilized for public input on Canadian involvement in Bosnia, Central Africa, Central Europe, South Asia, as well as, child labour issues, military spending, human rights, and a study of the use of the Internet in meeting foreign policy needs.

Brief History of Canadian Foreign Aid to Latin America

Latin America was the last region in the developing world to receive aid from Canada. Until the early 1960's Latin America remained an American prerogative. During that time, Canada's foreign aid was limited to French and English speaking countries of Africa.

The Cuban Revolution of 1959 served to change this order. President Kennedy felt that economic development could forestall revolutions in other less developed countries; hence Washington began to pressure Canada to join the Organization of American States (OAS) and to take on its share of responsibility in this area. In 1968 Canada switched gears from a passive role in the Americas to a more active involvement, culminating in the creation of the Canadian International Development Agency (CIDA). The Canadian government also became aware of a growing market in the south and that Canada was losing major opportunities for trade. In May of 1968, Prime Minister Trudeau announced plans to review Canada's foreign policy and make Latin America a priority in this review. Thus, a CIDA task force prepared a report of development assistance options for Latin America. This report recommended the establishment of bilateral aid programs consisting mainly of technical assistance. Accordingly, the Latin American bilateral aid program was launched in 1970 with an $8.5 million budget, targeting Brazil, Peru, Colombia, and Central America as a region.

The selection of countries to receive development aid changed throughout the 1970's according to political and economic events in Latin America. After 1976, Haiti and Bolivia, at that time considered two of the poorest nations on the continent, were added to CIDA's program. On the other hand, Brazil was dropped due to its repressive military regime, which hindered any attempts at transforming existing social structures. Chile was also cut from the program after its 1973 coup d'état with the same justification.

Although Canada joined the OAS in 1972, it was not yet a full member, due in part to the government's hesitancy to be drawn into the United States Cold War policies, of which the OAS was viewed a major instrument. Brian Mulroney's Conservative Government sought to change this in 1989, making a firm decision to seek full membership in the OAS following a thorough review of Canadian foreign policy in the Americas. The main assertion of this review was that Canada needed to expand its involvement in hemispheric affairs and that joining the OAS was the primary method of doing so. Today, Canadian aid to Latin America supports well over 100 projects in over a dozen Latin American countries, mainly focused on the rural development and resource development sectors, with four countries; Haiti, Colombia, Honduras and Peru, receiving two-thirds of the total aid money.

Though Canada has taken on a much more active role in assisting the economic development of Latin America, its political position towards the area remains rather ambiguous. On one hand, Canada asserts its common interests with other lesser powers of the region through its commitment to peacekeeping and diplomacy; yet on the other, it maintains policies towards the area akin to that of the United States with emphasis on security and economic issues. Canada also maintains a rather contradictory approach towards Latin America — while at the same time it approaches the region as an unstable, Third World area in need of aid assistance, it also recognizes that the area holds immense economic potential for Canadian business and bases its development of the region upon such an assumption. This is illustrated by the fact that the level of funding offered to the Americas through CIDA is not as significant as what is chanelled through the Inter-American Development Bank (IDB), to which Canada has been contributing financially since 1964. The IDB's main objectives are to reduce the external debt of American countries, increase and promote private foreign investment,

promote trade liberalization and amplify the skills of smaller business enterprises. It should be noted however, that outside the IDB, Canada has contributed significantly to the sustainable development of Latin America assisting forestry, agriculture, fisheries and hydro-electricity projects, and also funding various NGOs who work in the area at the grass roots level.

Following the Cold War, Latin America, like the rest of the globe, has experienced great change. Politically and economically, the territory is moving toward greater liberalization and democratic governance, rapidly in some areas, gradually in others. The Latin America that Canada now faces is much more precarious and challenging, and our role as a middle power is a great deal more significant in today's world than during the predictability of Cold War politics. In order to meet this challenge, most Canadians, be they experts or laymen in foreign policy, agree that Canada must approach Latin America through a Canadian perspective instead of depending upon initiatives from the United States, and it must continue to promote the ideals that have contributed to Canada's respected position in the world today.

Broad Overview of Canadian Foreign Policy Objectives

1.1 The international community has undergone dramatic change in the latter part of the twentieth century. The predictable certainties that steered foreign policy throughout the Cold War have diminished and a new world order is in place. Ironically, the uncertainties that come with this change also bring with them opportunities for countries to establish new partnerships and development initiatives. With this in mind, it is interesting to consider Canada's place in the world and its foreign policy priorities as the country advances into the capricious yet hopeful challenges of the twenty-first century.

Today, Canada occupies a leading position in a world where power relations are continually evolving and success is measured more by economic strength than by military might. As new poles of political and economic power emerge in the Pacific and Latin America, Canada's geographic location will be to its advantage. Canada's multicultural character fosters a diverse and tolerant perspective. Canada has played host to a number of key international groups: the OAS meeting in April 2001, the Group of 7 (G-7) summit in 1999, and the Asia-Pacific Economic Conference (APEC) summit in 1997, demonstrating the country's global interests through its active participation in such organizations. Finally, the history of Canada as a non-colonial power and an international mediator gives it a unique and privileged role to have access to various private, public and not-for-profit organizations as the world shifts and seeks a new, more efficient and democratic order.

1.2 In order to meet the challenges that today's evolving world presents, the government of Canada has designed foreign policy to achieve three primary objectives:

1. **The promotion of prosperity and employment**- In order for Canadians to benefit from the opportunities offered by international markets, the government will work to build a supportive economic policy framework, gain access for our goods and services abroad and reinforce an open, fair and predictable set of rules governing international trade and investment. In addition, the Canadian government seeks to reinforce global prosperity in order to promote sustainable development, stability, and to assert our peaceful and democratic values in the international system.

2. **The protection of our security, within a stable global framework**-The security of Canada is undoubtedly interdependent upon the security of other nations. Security issues have become complex in this era, including issues such as mass migration, crime, disease, overpopulation and environmental degradation that threaten the world on both regional and global levels. The government will thus utilize all available foreign policy instruments to address security issues in an integrated manner in order to promote the peace and security that is necessary for nations to achieve economic growth and development.

3. **The projection of Canadian values and culture**- In order to advance our interests in international affairs, the Canadian government agrees that foreign policy should reflect, celebrate and promote our culture. The fundamental values that compose Canadian culture include the respect for human rights, democracy, the environment and rule of law. These values can make a vital contribution to international security while ensuring the quality of life that Canadians are privileged to. Furthermore, the success of Canadians in the international community will be additionally secured by the endorsement of the citizen's skills, education, social adaptability and inventiveness that stem from the vitality of Canadian culture.

2.1 The Canadian Government pursues these policy objectives through two arms: the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA). DFAIT focuses on trade and promoting business opportunities, as well as on the broad array of foreign policy issues that encompass international affairs – issues such as the United Nations, landmines, peacekeeping, war-affected children, commercial sexual exploitation and children's rights, to name a few. CIDA supports sustainable development activities in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

2.2 CIDA's program objectives are outlined in the *White Book's* Official Development Assistance (ODA) Program. The ODA program concentrates resources in the following six priority areas:

Meeting basic human needs – Providing primary health care, basic education, family planning, nutrition, water and sanitation, and shelter.

Gender equality –Supporting the achievement of equality between women and men to ensure sustainable development.

Infrastructure services –Helping developing countries deliver environmentally sound infrastructure services, with an emphasis on poorer groups and on capacity building.

Human rights, democracy, good governance –Increasing respect for human rights, to promote democracy and better governance and to strengthen both civil society and the security of the individual.

Private sector development –Promoting sustained and equitable economic growth by supporting private sector development in developing countries.

Environment –Helping developing countries protect their environment and to contribute to addressing global and regional environmental issues

In the past nine months, CIDA has released two frameworks that build on this ODA program. The first, issued last September as "*CIDA's Social Development Priorities: A Framework for Action*", identifies four priority areas that strengthen CIDA's focus on "meeting basic human needs". It places added emphasis on health and nutrition, basic education, HIV/AIDS, and child protection — with gender equality as an integral part of all these areas. The second policy paper, issued in February 2001, rethinks *CIDA's Sustainable Development Strategy 2001-2003*. It redefines the agency's goals, objectives, strategies and priorities. It provides two main thrusts, the first of which seeks to strengthen the integration and coordination of CIDA's development programming with its policy framework; the second of which fosters a regime of continuous learning within CIDA based on innovative methods of knowledge-sharing and management.

While CIDA places the greatest emphasis on low-income countries, especially in Africa, it does also recognize the growing importance to Canada of promoting sustainable development in Latin America and the Caribbean.

The Well-being of Children and the Quality of Life of Women

in Latin America and the Caribbean

"The lack of attention from public authorities with respect to the rights and needs of children is conducive to the tendency for new generations to dissociate their personal destinies from the collective destiny of their respective countries. This pattern tends to generate societies with little social solidarity, societies whose citizens will find it difficult to mobilize in favour of collective actions for the common good."

Voices of Children and Adolescents in Latin America and the Caribbean

(UNICEF, 2000b, p.3)

Introduction

Women and children in Latin America and the Caribbean, as in countless countries around the world, are daily exposed to factors that deny them what they need to enjoy a full life. This paper explores how those daily needs can be better met through fulfilling the rights that are key to leading such a life. It outlines the achievements that have been made in fulfilling some of these commitments. It looks further into the problems that still exist and that impede women and children from developing fully, participating meaningfully and being protected from all forms of discrimination in the societies in which they live. The final part highlights examples of programs that have been successful in achieving some of these goals. The purpose of this paper is not to present conclusive solutions to the problems it outlines, but rather to serve as a background for readers to begin generating fresh ideas based on their experience, values and interpretations.

Human Rights as the Framework for Building Sustainable Human Development

> "Sustainable human development means expanding all people's choices and creating the conditions for equality so that they may realize their full potential." (UNICEF, 1999, p.1)

Since the early 1980s, and perhaps even since its inception, the United Nations Children's Fund (UNICEF) has operated under the pretext that sustainable human development cannot be attained without promoting, preserving and defending collective and individual human rights. Together with public sector accountability and good governance, fulfilling human rights represents the ultimate goal of human development (UNICEF, 1999). An individual's needs can only be met if his or her rights are being fulfilled. Such a human rights-based approach towards sustainable human development thus places strong emphasis on international human rights treaties and their interpretation into national legislation and policy.

For women and children in Latin America, as in other parts of the world, the most important legal frameworks in terms of rights and human development are the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of Discrimination Against Women (CEDAW). Their importance lies within the ratification process that brings with it state accountability,[1] and broad international support.[2] These conventions both build on frameworks such as the International Bill of Human Rights, and have been strengthened by the series of United Nations (UN) world conferences and reviews, regional follow-ups, and ministerial meetings that marked the 1990s and now the new millennium. The resultant series of Declarations and Programs of Action have added practical policy directions and time-bound goals through which to monitor a state's progress in countless areas. This year is a particularly important one for women and children,[3] as it will bring with it the further development of international legal frameworks and national policy responses – responses that will build on current achievements.

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[1] In ratifying a convention, states are required to change their national laws so that they reflect the provisions of the convention, and to develop appropriate structures in society that echo these legal changes. For details on the legal difference between Conventions, Covenants, Declarations, Programs of Action and Resolutions, see the "Glossary".

[2] Adopted in 1979, the CEDAW has been ratified by 161 countries. The CRC was adopted in 1989 and enjoys the most support of any other convention in existence, having been ratified by 191 states (with the exception of Somalia and the United States).

[3] It has already born witness to the recent Summit of the Americas, and will soon give way to the Fourth World Youth Forum, Review of the World Summit for Children, and the Second World Congress Against Sexual Exploitation of Children.

The Situation of Women and Children in Latin America and the Caribbean

Latin America and the Caribbean (LAC) consists of 35 countries with a total population of almost 506 million inhabitants (UNICEF, 2001a), of which approximately 192 million people, or 38%, are children (UNICEF, 2000c). The 1990s gave way to several trends in the region: there has been a move towards greater democratic pluralism[4]; fifteen LAC countries now have Human Rights advocates; allocations towards social programs rose in most of the countries in the region, the majority of which was spent on social security, health care and nutrition, and education (ECLAC, 2000); vaccination and micronutrient coverage have reached high levels; the growing emphasis on the mother, in terms of maternal nutrition and care, along with early childhood development (ECD) programs have helped decrease infant mortality; women's basic health has also improved in the region overall, with life expectancy rising from 64 years in the 1970s to 71 today (Htun, 1998); sanitation and access to drinking water have improved; many countries are close to enjoying universal access to primary education, with enrollment rates rising for girls and women at Primary and Secondary school, as well as University (Htun, 1998); women are also participating more in formal economic activities, politics and executive decision-making.

While it is useful to analyze such positive trends, it is also important to recognize the tremendous differences that exist both *between* and *among* the countries in the region. Individual countries demonstrate tremendous variations in terms of poverty, access to education, health care, sanitation, drinking water and legal rights, to name a few.[5] Equally, within countries, the statistics show tremendous disparities in terms of the advancement of the most marginalized (among them women and girls, indigenous and minority groups, and those with disabilities), and between urban and rural communities. Across the spectrum, there is also a growing divide in terms of the haves and have-nots. According to one article, Latin America continues to be the region with the most unequal income distribution in the world (UNICEF, 2000a). Such disparities only begin to touch upon some of the problems women face as they struggle to realize their rights as equal participants in society and to fulfill their roles as parents and caregivers. Equally, children face a variety of problems as they move through their lives from the first few years of development, into childhood and adolescence.

Persistent Problems

Women and Girls as Equal Participants in Society

Despite the international legal frameworks that have been established to protect women and children, countries are often slow to translate their obligations into national public policy. In many instances, public policy reform has taken place, but resources are lacking and further reforms are needed to sensitize the judicial system, judges and lawyers to gender prejudice, and to make proceedings more transparent and fair. Laws regarding rape, domestic violence, work and extra-marital affairs continue to discriminate against women, and investigations and prosecutions of crimes remain low. Women are also underrepresented in political parties despite quota rules and affirmative action policies (Htun, 1998). Textbooks and curricula in schools also continue to perpetuate gender stereotypes. While advances have been made in terms of access to education, strong differences still exist between boys and girls, and disproportionately so in the rural setting. In the context of the workforce, women are more likely to be unemployed than men; they are under represented in the fields of science and

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[4] The recent Quebec Declaration in which all but one country reaffirmed its belief in democracy.

[5] For example, in 1990, statistics for maternal mortality per 100,000 births, were the following: Panama: 55; Uruguay: 85; Dominican Republic: 110; Paraguay: 160; Guatemala: 248; Bolivia 650 (Htun, 1998).

technology; they are over represented in lower paying, lower status jobs, and especially in the informal sector where they enjoy little in the way of social benefits, legal rights or job security; finally, they are mostly absent from the executive level of decision-making (Htun, 1998). Women are often also required to have higher levels of education than men in order to compete on equal terms. A possible solution is that access to micro-credit has grown, thereby increasing women's revenue-generating capacity and financial independence. However this does not facilitate women in fulfilling their expected roles of both breadwinner and mother (Htun, 1998). Many workplaces also require women to take pregnancy tests or to provide sterilization certificates – conversely laws established to protect women against such discrimination act as a deterrent to employers reluctant to pay for maternity leave (Htun, 1998). Women's rights and national laws are not always enforced in foreign-owned locally run companies because of the infrastructure and subsequently investment needed to carry out such initiatives. The costs could be a deterrent for foreign businesses that seek profit not social justice (Htun, 1998). Furthermore, many women are not aware of their legal rights.

Women as Parents and Caregivers

Within the context of becoming equal participants in society, women in LAC countries are continually assigned the role of caregiver, nurturer, homemaker and educator in the family (Htun, 1998; United Nations, 2000).[6] To complicate this issue, the notion of the family is also being transformed with the rising incidence of single-headed female households in the LAC region – households that are responsible for 23 million children (UNICEF, 2000b). With children and youth in the region still identifying the family as the "essential base for their personal and social development" (UNICEF, 2000b), this places increasing responsibility on women to care for and educate their children. Teen pregnancies[7] force many to forfeit their education, and thereby their child's,[8] in order to look for work. Many pregnancies may also lead to unsafe abortions, especially for women in the lower income bracket who cannot afford better health care.[9] While family planning programs are making headway, contraceptive use remains very low in the rural areas where there are also the highest fertility rates (UNICEF, 2000a), and sterilization remains one of the most widely used forms of family planning. As well as health issues, women and children have to contend with the rising frequency of domestic violence, sexual exploitation and abuse.[10] This is manifested in the high rate of HIV infection among street children (UNAIDS, 2000a). There is also a growing incidence of infection and death among women[11] that is already starting to leave behind a legacy of AIDS orphans[12] and to drain the resources available for other social programs. The UN Conference on Population and Development is one of many meetings that called for an integrated approach to health care – but without the resources the call goes unanswered.

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[6] While such models predominate, some models are considering how to include men in this capacity. For details, see *The Role of Men in the Lives of Children*, (UNICEF, 1997) and *The State of the World's Children 2001* (UNICEF, 2001a).

[7] "Of the 13 million births registered every year in the region, 2 million are to adolescents" (UNICEF, 2000c).

[8] More and more studies are linking the mother's education to the well-being and development of the child.

[9] An estimated 25,000 LAC women die each year from pregnancy-related causes (UNICEF, 2000c).

[10] Although almost every country in the region has ratified the Inter-American Convention to Prevent, Sanction, and Eradicate Violence Against Women, little has been done to educate society about it nor institute legislative reform (UNICEF, 2000a).

[11] In 1991, there were six men for every woman infected. Today there are three men for every woman (UNAIDS, 2000a).

[12] The number of children in Latin America orphaned by AIDS is 91,000; in the Caribbean it is 48,000 (UNAIDS, 2000b).

The First Few Years – Early Childhood Development

There is a growing interest in international development policy[13] about the benefits of early childhood care and development (ECD). ECD encompasses the health, nutrition, and emotional and physical well-being of the child and their caregivers (UNICEF, 2001b). ECD programs usually provide health care for the pregnant mother and educational support about early childhood needs, hygiene, and sanitation practices; it also offers nutrition, health care and education programs for the child. Some argue that early childhood programs can have as much impact on the child as adequate nutrition, good health and clean water (UNICEF, 2001a). Such programs have and can be effective in generating better relations between spouses, reducing the potential for domestic violence, lowering infant mortality, and reducing school repetition and drop-out. And these are only the immediate benefits. In the long term, they could bring about increased productivity, and cost savings in education, health care and rehabilitative services (UNICEF, 2001a).

The integrated nature of ECD programs, however, does present several challenges. From the government perspective, such programs are reliant upon the resources from several ministries and departments – which can prove to be logistically challenging. Center-based programs are also five times more expensive than home-based ones (UNICEF, 2001a). They also represent long-term investment, offering no quick fix for politicians and parties that have a limited mandate (UNICEF, 2001a). Parents and family obviously have a key role to play in such programs. However, parents often underestimate the importance that they play in their child's day-to-day development (UNICEF, 2001a). Moreover, with the rise in the number of single-headed female households, these programs perhaps inadvertently place increasing responsibility *solely* on women's shoulders. The absence of a positive father figure is also a crucial factor in the child's development; thus, both men and women should be actively involved in these and other programs.[14]

The Young Child

While more and more countries enjoy universal access to primary education, only 78% of those children who enroll actually complete school (UNICEF, 2000a). Children in the LAC region spend an average of four years in school (UNICEF, 2001b); both boys and girls drop out when economic resources falter (Htun, 1998). This is particularly troubling in light of recent OAS statistics showing that individuals now need a minimum Grade 12 education in order to break the cycle of poverty (United Nations, 2000). Although enrollment in the LAC region is on the rise, the quality of the education has deteriorated and higher quality education is increasingly private. Access to education remains inequitable, especially for girls in rural communities, and among indigenous and minority groups. Furthermore, those children who do not have a birth certificate (an average of 1.2 million per year)[15] are denied access to the privileges that official nationality bestow, such as primary education and health services (UNICEF, 2000c).

The literature on education suggests the need for educational reforms to address the quality and equity of education and the need to generate greater community participation in schooling on the part of

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[13] The Education for All 2000 meeting in Dakkar, the Ibero-American Summit in Panama, the 5th Ministerial Meeting on Children and Social Policy in the Americas and the most recent "State of the World's Children 2001" (UNICEF, 2001a) focused on this.

[14] For details, see *The Role of Men in the Lives of Children*, (UNICEF, 1997).

[15] This results because some parents are either not aware that they can certify their child's birth or cannot afford to pay the fees.

educators, parents and students (UNICEF, 2000b). The curricula must also be reformed to provide more relevant and gender-balanced materials (ECLAC, 2000) – something which plays a fundamental role in the socialization of young boys and girls, and the future advancement of women.

The Adolescent

It is estimated that in the year 2000, 117 million children under the age of 20 in the LAC were living in poverty (United Nations, 2001).[16] For an increasing number of children and adolescents, poverty forces them to leave school and enter workplaces or tend to domestic chores. This is evidenced by the fact that during 2000, half of all 20 year olds (half of whom resided in rural areas) had not completed the secondary cycle (United Nations, 2001). Perhaps most distressing is that a growing number of children in LAC are forced onto the street as victims of domestic violence and commercial sexual exploitation[17]; this has brought about an increasing number of AIDS infected youth. Women and children who have no access to education or quality health services, who are abused, exploited, or unemployed, and who live in the urban slums or rural areas, are at greatest risk of contracting AIDS, other sexually-transmitted diseases (STD's) such as syphilis and gonorrhea, and various forms of cancer. Despite the number of educational programs in place, one-third of the children and adolescents in a recent LAC regional survey said that they still do not fully understand issues related to sexual education, AIDS and drug abuse. This is alarming considering that every hour seven young people in the region are infected with HIV. (UNICEF, 2000b).

An increasing number of children and adolescents in the LAC region characterize their precarious living conditions as filled with "risk, insecurity, and a sense of defenselessness" (United Nations, 2000). They tend to be pessimistic about the future and feel politically powerless and uninformed (UNICEF, 2000b). Such concerns seem well founded given the insecurity of labour markets, the unsteady state, the growing vulnerability of LAC economies, and the expansion of the informal sector – the work that exists often comes without social benefits or job security (United Nations, 2000). The legal systems in many LAC countries are equally precarious; while 16 countries have reformed their legal systems to protect children, these reforms rarely include institutions and individuals that administer juvenile justice, such as the police, judges and social workers (UNICEF, 2000a). Children and youth are not guaranteed free and fair trials, and approaches to justice rarely operate from a rehabilitative standpoint (UNICEF, 2000).

So how can such a variety and breadth of problems be tackled?

Some Responses

Recently, Maria Minna, Minister for International Cooperation, announced 28 new cooperation initiatives worth $126 million used to reduce poverty in the Americas. This announcement brought Canada's total monetary commitment to assist in the development of the Americas to $191 million.

AIDS

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[16] This represented 50% of the total population living in poverty, and 60% of the children in the region (United Nations, 2001).

[17] In a report prepared for the 1996 World Congress on Commercial Sexual Exploitation, it was estimated that 100,000 children worked and lived on the street in Brazil; in Colombia, the number of victims of commercial sexual exploitation rose by 500% between 1986 and 1993; and in the Dominican Republic, 25,500 children under 18 work as prostitutes (UNICEF, 1998).

In Namibia, Africa, the Government and UNICEF offer equipment, supplies and materials to day-care centres that provide free services to AIDS orphans. Each center receives latrines, tarps, crayons and paper for all the children, where they are also assured much-needed care. Families are more likely to adopt the children because of free day care (UNICEF, 2001b). In Haiti, CIDA has allotted $5 million towards a four-year project to combat HIV/AIDS in the area. The project will target approximately 600,000 people and will work to reduce the transmission of this disease, as well as its impact on affected individuals and communities. Additionally $10 million will be channeled towards a six-year project for the prevention and control of communicable diseases in South America. This project, in collaboration with the Pan American Health Organization, will assist the countries of this region in the planning, managing and implementing of sustainable programs to prevent and control the most prevalent communicable diseases that contribute to high morbidity and mortality rate.

Cervical Cancer

Recife, Brazil, has the third highest incidence of cervical cancer in the world. In response to this, a woman's NGO called SOS Corpo has initiated a campaign to enhance the state's ability to conduct pap smears and lab tests, train medical staff, and educate the public about the importance of regular screening. The success of this initiative has prompted the state to officially adopt it (Htun, 1998).

Domestic Violence

Women's police stations were first established in São Paulo, Brazil, and have now spread to other parts of Brazil and Latin America. Staffed by women police officers who have received special training, these stations now facilitate reporting, investigating, and prosecuting those responsible for domestic violence and rape.

Early Childhood Care

The Wawa Wasi program in Peru provides day care and meals for 150,000 low-income children under the age of three. It also gives training and employment for 19,000 caregivers. In Cuba, day care centres for early childhood and pre-school children also offer educational programs for future mothers and fathers; both parents receive information and counseling about healthy pregnancies and child development during health visits. Such educational programs are thought to positively influence children's test results; currently, Cuban students have the highest test results in the LAC region. Canada recently assigned to UNICEF Jamaica's Country Program for early childhood care and basic education. This project aims to guarantee that young children will have access to quality childhood services by ensuring appropriate resources are present for early childhood education, enhancing the role of parents and communities in the care of young children, while promoting HIV/AIDS awareness.

Enhancing Women's Capacity

Canada has contributed to gender equity programs, recently apportioning $7.5 million over five years to a gender-equity program in the Commonwealth Caribbean. The program will support activities in areas such as increasing women's capacities and participation, as well addressing gender-based violence.

Role of Men

Operating in Peru, *Iniciativa Papá* works with 96,000 men and teenage boys to reinforce the important role they play in raising their children. As part of an ECD program, the initiative helps men learn about the importance of nutrition, clean water, immunizations and cognitive stimulation. Perhaps more significantly, it encourages men to reevaluate their perceptions of gender role stereotypes.

Teen Pregnancy

Jamaica has established a team of Roving Caregivers that look after adolescent mothers' babies while they attend counseling sessions and academic classes, train for jobs and work on building their self-esteem; fathers are also included (UNICEF, 2001b). Pueblito has also established day care centres with it partners in Mexico, Brazil and the Dominican Republic that offer children nutritional meals, schooling, and recreation. Mothers and fathers attend classes to learn about parenting, family planning, childhood care and disease prevention. The Planned Parenthood Federation of Canada runs projects in Brazil, Colombia, Jamaica, and El Salvador to reduce teen pregnancy. CIDA recently announced that they will channel up to $982,000 to these projects. The project's aim is to increase the practice of healthy sexual behaviour, improve health services, build self-esteem and decrease sexual violence. As a South-South initiative, it allows family planning groups in the LAC region to share and exchange information, knowledge, effective program models and strategies between one another.

Conclusion

In a region where 224 million or 45% of the total population are living in poverty (ECLAC, 2000), countries are often hard-pressed to solve their social and economic problems. The most marginalized members of these countries – among them women, children, indigenous and minority groups, rural communities, and people with disabilities – are those most in need. Since these groups suffer the greatest inequities, they are most frequently neglected; as a result, their voices are rarely heard. Government resources cannot stretch to meet their peoples' needs, and this is further challenged by faltering economies, increasing poverty and the AIDS epidemic. This means that programs are often established to address a specific problem rather than taking an integrated approach. Thus when a given challenge grows, programs are downsized, and civil society actors increasingly assume responsibility for that challenge. There is, however, hope. As illustrated above, some projects adopt more long-term goals and build partnerships, thereby taking a more integrated approach to the problems at hand. Such collaborative approaches empower individuals and communities as they share and own wider varieties of knowledge. Furthermore, there seems to be a greater political will among governments to assume responsibility and act in response to challenges. Most importantly, people are becoming cognizant of the issues that affect their lives. As a result, individuals, organizations and governments can begin to actively address the challenges they face.

Appendix

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Glossary of Terms

Children - Article 1 of the United Nations Convention on the Rights of the Child defines 'children' as persons up to the age of 18. In doing so, it was hoped that the Convention would provide protection and rights to as large an age-group as possible, especially since there was no similar United Nations Convention on the Rights of Youth. Cf. "**Youth**"

CIDA – Canadian International Development Agency.

Covenant – Similar to a convention, this is a legally binding agreement. This means that if countries have signed and ratified the covenants, they agree to uphold the principles defined by the covenant in their own states.

Convention – Legislature that is theoretically legally binding on member states. In ratifying a treaty or convention, states are required to change their national laws so that they reflect the provisions of the convention, and to develop appropriate structures in society that echo these legal changes.

CRC – Convention on the Rights of the Child.

Declaration - The implementation of Declaration and Platforms for Action, through national laws and the formulation of strategies, policies, programmes and development priorities, is the sovereign responsibility of each State. It is not legally binding, but places a moral commitment on the State.

DFAIT – Department of Foreign Affairs and International Trade.

Early Childhood – From age zero to three. (Some definitions vary, covering the range zero to six or zero to eight).

Early Childhood Development (ECD) – Also called Early Childhood Care and Early Childhood Education and Care, it refers to "a comprehensive approach to policies and programmes for children from birth to eight years of age, their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. Community based services that meet the needs of infants and young children are vital to ECD and they should include attention to health, nutrition, education and water and environmental sanitation in homes and communities." State of the World's Children 2001, p.17.

The Girl Child - The CRC calls on States to respect and ensure the rights of each child irrespective of "his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status" (art. 2, para. 1). However, in many countries available indicators show that the girl child is discriminated against from the earliest stages of life. The reasons for the discrepancy include, among other things, harmful attitudes and practices, such as female genital mutilation, son preference - which results in female infanticide and prenatal sex selection - early marriage, including child marriage, violence against women, sexual exploitation, sexual abuse, discrimination against girls in food allocation and other practices related to health and well-being. (Art. 259, Beijing Platform for Action).

IDB – Inter-American Development Bank.

IMF - The International Monetary Fund, like the World Bank, also came out of the Bretton Woods accords. Today it works closely with the World Bank. Its original mandate was to bring stability to currency exchange rates and discipline to the international monetary system, among other things. Today it oversees the economic policies of member states, promotes international coordination in setting economic policy, provides economic and financial advice, and gives short- and medium-term financial assistance to countries facing balance of payment problems. It is funded by the contributions of its members, pro-rated according to GDP.

OAS – Organization of American States

Platform of Action – A statement of principles, and therefore not binding upon member states. It may, however, influence jurisprudence if judges consider it to be "general principles of law."

Pre-school –Ages 3 to 5.

Southern Cone – Chile, Argentina, Paraguay and Uruguay

SOWC – State of the World's Children Report, produce on an annual basis by UNICEF

Treaty – Legislature that is theoretically legally binding on member states. In ratifying a treaty or convention, states are required to change their national laws so that they reflect the provisions of the treaty, and to develop appropriate structures in society that echo these legal changes.

UDHR – Universal Declaration of Human Rights

World Bank - Otherwise known as the International Bank for Reconstruction and Development (IBRD), the World Bank was a product of the 1944 Bretton Woods Agreement. The World Bank was set up to help post-World War II Europe's economic recovery. This focus has since shifted to providing loans and technical help, especially to developing nations. Today the World Bank Group comprises four bodies: the IBRD, the International Finance Corporation (IFC), the International Development Association (IDA) and the Multilateral Investment Guarantee Agency (MIGA). The Bank is the World's largest supplier of development aid. The Bank is funded by contributions from member states in the industrialized world and is composed of 181 country members.

Youth - The United Nations General Assembly defined 'youth' during the International Youth Year in 1985, as those persons falling between the ages of 15 and 24 years inclusive. Within the category of "youth", it is also important to distinguish between teenagers (13-19) and young adults (20-24), since the sociological, psychological and health problems they face may differ. Outside the UN, the definition of youth however varies from country to country.

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Children and Adolescents in Latin America and the Caribbean - Some Information
UNICEF - Regional Office for Latin America and the Caribbean
http://www.unicef.org/lac/ingles/infancia/algunas.htm

Children at the center of development
UNICEF
http://www.unicef.org/lac/ingles/reunion_2000/documento.html

Child Rights Information Network (CRIN)
http://www.crin.org

Consultative Group on Early Childhood Care and Development
http://www.ecdgroup.com

Conselho Nacional dos Direitos da Criança e do Adolescente - CONANDA (National Council for Child and Adolescent Rights)
http://www.mj.gov.br/sndh/conanda_pg

An Early Child Development (ECD) Knowledge Base
http://www.worldbank.org/children

Gender and Development
http://www.genderreach.com

Inter-American Children's Institute
http://www.iin.org.uy/index_ingles.htm

State of The World's Children 2001 - Early Childhood Development
http://www.unicef.org/sowc01/pdf/fullsowc.pdf

Statistics for Latin America and the Caribbean
UNICEF - Regional Office for Latin America and the Caribbean
http://www.unicef.org/lac/ingles/home.htm

Streetkids International
Micro-entreprise Credit for Street Youth
http://www.streetkids.org/micro.html

Voices of Children and Adolescents in Latin America and the Caribbean, 2000
UNICEF
http://www.unicef.org/lac/ingles/voces_new/index.htm

War-Affected Children
A comprehensive list of links to international agreements on war-affected children
http://www.war-affected-children.gc.ca/international_agreements-e.asp

Women's Rights and Opportunities in Latin America: Problems and Prospects, *Mala N. Htun*
Women's Leadership Conference of the Americas - Working Papers
Center for International Affairs, Harvard University, April 1998
http://www.icrw.org/gwl/gwl-wlca-htun2a.htm

Other Documents

Beijing Declaration and Platform for Action
http://www.un.org/esa/gopher-data/conf/fwcw/off/a--20.en

World Summit for Social Development
http://www.un.org/esa/socdev/wssd/index.html

United Nations Development Goals (and some recent broad statistics)
http://www.developmentgoals.org

Pre-Forum Assignment

After you read the section on Canadian Foreign Policy

1 Looking at the three primary objectives (Section 1.2), how do you feel your internship in Latin America contributed to fulfilling these goals?

1.) Can you recall an occasion while in Latin America when you projected Canadian values and culture as outlined in the third objective? Describe the situation and outcome.

2.) Which objective do you feel most comfortable promoting? Which do you feel least comfortable promoting? Why?

Before you read the section on Women and Children in Latin America

1.) Look up the statistics for the country where you were placed at:

http://www.unicef.org/lac/ingles/home.htm

i) Compare these with similar statistics from Argentina, Canada, Dominican Republic, Mexico and Nicaragua.

ii) What trends do you notice? How does "your country" compare to the others?

After you read the section on Women and Children in Latin America and the Caribbean

2.) "The Well-being of Children and the Quality of Life of Women in Latin America and the Caribbean" illustrates some of the most pressing problems that affect women and children in the region.

i) Which do you think are the three most pressing issues and why?

ii) The briefing paper does not cover all of the problem areas. Based on your experience, list other priority areas.

iii) Think of some solutions to the three most pressing issues, and the other priority areas you included above.

Conclusion

The policy suggestions presented here represent a series of issues that the forum participants feel are salient and offer some proposals for how to address the problems. While the policy suggestions developed at the forum do not provide a comprehensive assessment of the major themes that emerged, they do touch upon aspects of four major themes of development in Latin America and the Caribbean: health, education, safety and security and the role of the family/gender participation. Adding to the sense of accomplishment from having actively participated in shaping Canada's foreign policy perspectives, participants expressed motivation in continuing to be part of the policy making process. For some this means pursuing Master's degrees in foreign policy analysis, for others, becoming more active members of society. Allowing a small group of young Canadians who lived in Latin America to make a correlation between Canada and the countries they traveled to is a profound experience that more young Canadians should have the opportunity to participate in.

APPENDIX B: FINAL PREPARATIONS FOR THE FORUM

July 10, 2001.

Hola!

With the forum just over a week away, I am presenting you with the final information you will need for that evening.

Directions

Metro Hall
Room 308-309 Combo
55 John St (South-East corner of King and John)

TTC
From St. Andrews or King Station walk (no more than 10 minutes) or take the streetcar westbound to John St.
From Spadina Station take the streetcar south to King and walk 5 minutes eastbound to John St.

If you are planning on driving and would like directions, please call me at (416) 963-8846.

Dress Code

Smart/business casual
To ensure better image quality for the video, try to wear midtones (ie. No black, white or red!) .

Order of Events

5:45-6 pmArrive at Metro Hall
6-6:15 Meet Pueblito staff and volunteers and other participants, find your table
6:20Official welcome to the forum (Geraldine Molinolo-Batista)
6:25-6:50 Dinner (We cannot possibly concentrate on empty stomachs!)
6:55-7:30**PART 1:PRELIMINARY GROUP WORK**
Work in groups on assigned topics (Brainstorming, selecting criteria)
7:30Guest speaker: Denis Marcheterre, Executive Director, Pueblito Canada
Brief question and answer period
7:45Guest speaker: Karri Munn-Venn, Program Officer, Americas Policy Group
Brief question and answer period
8:00Guest speaker: Dana Peebles, Consultant, Kartini International
8:15Break
8:25**PART 2: FORMULATING POLICY**
Time to take those ideas and put them on paper
9:00 **PART 3: PRESENTATIONS**
Each group will choose one policy option and a group representative to present their policy to the forum
9:30Wrapping up presentations; handing work in
9:45 Thanks and goodbyes (Geraldine Molinolo-Batista)

Working Groups

Based on your forwarded topics of interest and your backgrounds please read below to see which group you will be part of and the topics you will be working with.

HealthEducationSafety and SecurityGender participation/Role of the Family

DanielleJulianClaudia Heloisa
LaurenJosieArmindaTrent
CaroleAnneSarahLuis Eduardo
PaulAlisonKimberlyToni
CynthiaDeannaCheri

Participants

In order for you to learn about one another prior to the forum I am including the bios that have been forwarded to me.

Lauren Brodie

Lauren Brodie has recently finished a Bachelor of Arts with a Combined Honors in Spanish and International Development Studies at the University of King's College in Halifax, Nova Scotia.

Her dedication to international development and health took her to the Sierra region of Ecuador, north of Quito, for four months where she was a participant of Canada World Youth. Lauren taught English at an elementary school and on a strawberry plantation. As part of an exchange group of Ecuadorians and Canadians she organized health education workshops focusing on vaccination, ecology and dental hygiene in nearby elementary schools.

This past fall, Lauren continued her international experience as an exchange student at the Pontificia Universidad Catolica Madre y Maestra in Santiago de los Caballeros in the Dominican Republic. To add to her studies in a an independent study course, she volunteered at a community health centre in Barrio Lindo, doing mostly safe sex workshops in high schools.

Ms. Brodie has just moved from her Nova Scotian home to Toronto and is taking some time off from her academic pursuits to get grounded in the biggest Canadian city. She continues her commitment to health care by working the front desk at a commuity health centre in Parkdale.

Danielle de St. Jorre

Danielle de St. Jorre graduated from the University of British Columbia in 1998 with a degree in Nutrional Science. After travelling and volunteering in Mexico she decided to pursue an internship in Latin America. Danielle recently returned from a nine month stay in the Dominican Republic where she worked with *Sonrisas* a Canadian/Dominican NGO dedicated to improving health in the Dominican Republic. Danielle worked on a community health education project throughout the

country, training staff, developing educational materials and improving community outreach. She has returned to Toronto to pursue a career in international development and educational outreach.

Kimberly Gibbons

Kimberly Gibbons holds an Honours Bachelor degree in International Development and Rural Extension Studies from the University of Guelph, in Ontario. For several years she has been involved in human community development work in Canada and overseas. Her Latin American interests have included addressing poverty and child rights issues through work assignments with Canadian Crossroads International in Costa Rica. Ms Gibbons was selected as the first CUSAC Program participant to attend SNDT Women's University in Bombay, India, where she undertook intensive fieldwork with street children, and completed research on Indian-specific crimes against women. She has since spent three years teaching junior high school and special needs students in rural Japan, traveling extensively throughout Asia, and exploring interests in philosophy and meditation. Presently she works in Toronto as a gender and development research Consultant with Kartini International Consulting. She will begin her Masters in Adult Education and Transformative Learning at OISE, University of Toronto, this September.

Arminda Gonzalez-Dumpierrez

Arminda Gonzalez-Dumpierrez recently returned from living eight months in Caracas, Venezuela where she was completing a four month internship researching and writing articles for a Venezuelan publication about the economic, political and social issues of Venezuela. Her articles focused on the informal economy, poverty, the jail crisis, and the oil and hotel industries. Arminda also spent four months studying international business at the Caracas Business Institute which complements her degree in political science where she studied Latin American politics and Canadian foreign policy. Presently Ms. Gonzalez-Dumpierrez is finishing an International MBA at York Univerisity with a regional specialization in Latin America and a functional concentration in strategic management. She is very interested in sustainable development and social equality. Arminda is Canadian born and her father is from the Canary Islands.

Sarah Gordon

Sarah is currently finishing her final semester at the Schulich School of Business International MBA program. She just recently returned from an 8-month work/study experience in Mexico. Over the past year she participated in a 4-month academic exchange with ITESM at the Monterrey campus. Immediately following, she worked for the Royal Bank of Canada in Mexico City. She is looking forward to graduating in September and starting an international career in finance.

Julian Haber

A native Montrealer, Julian Haber has lived in South and Central America, Europe and Canada. He has a B.A. in Modern Languages from McGill University and two years of marketing and public relations experience. A Latin America enthusiast, he has led adventure travel tours through Peru, Mexico, Guatemala, Honduras and Belize and recently spent three months living on a certified organic shade-grown coffee farm in southeastern Chiapas, Mexico documenting all that goes into producing organic coffee to help the farm sell its coffee to international markets. He is currently pursuing an International MBA at York University's Schulich School of Business. In his free time he enjoys travel, salsa dancing, photography and hiking.

Deanna Matzanke

Deanna Matzanke is a Canadian lawyer and a member of the Law Society of Upper Canada. She works in Toronto as a corporate human rights practionner with a large Canadian international bank. She is a long-time member of the Canadian Lawyer's Association for International Human Rights (CLAIHR) with

whom she spent time in the Dominican Republic on an internship in 1996 where she worked with CENSEL, a local NGO that provides legal aid and support services to women and children survivors of domestic violence and with CIPAF, another local NGO that focuses on policy and legislative reform and education in the area of women's rights . She is now CLAIHR's Project Manager for an upcoming project in the Dominican Republic. The project is a collaborative one with four local NGO's in the DR and the Ministry of Women. The project mandate is to create and implement a series of workshops to educate the police, judiciary, health care personnel, social workers, medical examiners, attorneys and women leaders about new Criminal code amendments that address violence against women, including specific provisions on domestic violence and protection orders for women to use against their abusers.

Luis Eduardo Mejicano

Born in the beautiful yet troubled country of Guatemala 22 years ago, Luis Eduardo Mejicano and his mother were forced to flee abroad. They lived in Costa Rica for seven months and then stayed in London for one year. Their journey to Canada was facilitated from Costa Rica, by a lovely church named Deer Park, who was coordinating their sponsorship to Canada. Luis and his mother arrived September 15, 1991. Since his arrival here Luis has participated in an exchange program to Jamaica as a Canadian delegate and has been closely affiliated with Serve Canada-a youth community development organization-as a participant, director on the board and currently as a team leader for a youth pilot project in Regent Park. Last August, Luis traveled with the Breaking the Silence Network (a Guatemala solidarity N.G.O. under the Guatemala/Canada Solidarity Network umbrella) back to Guatemala on a human rights delegation. This achievement was a dream for him as he was able to connect with other Latin American solidarity groups here in Toronto in order to help strengthen the Latin community as a whole. Luis is committed to bringing to the surface facts that are so often hidden from the public regarding the political turmoil of the past in Latin American countries.

Trent Melton

An international trade and marketing professional, with a specialisation in Latin American export promotion, Trent selected to work in the Foreign Trade Corporation of Costa Rica to fulfill the second year requirements of the Latin American Management Program. There his work consisted in preparing and consultation of small and medium-sized exporters for market entry into Canada. He designed and implemented a export promotion strategy for the Canadian market and solicited funding for this plan through the Costa Rican Iniciative for International Competitiveness, a local Canadian International Development Agency project that is focused on providing support to the modernisation of the productive sector in Costa Rica.

Previously, Trent worked as an International Trade Analyst and Event Coordinator for the Ontario Chamber of Comme rce where he managed the International Trade Committee and business related awards programs and events. His work primarily consisted of acting as a liaison between private sector interests and the Ontario provincial and Canadian federal government ministries and agencies.

Trent has recently finished his post-graduate studies in the Latin American Management Program at Capilano College in North Vancouver, British Columbia, a two-year program directed at geographic and cultural management specialisation. He received his honours undergraduate degree in BusinessAdministration from the University of Windsor along with a Multi-regional International Business Program certificate upon completion of one year´s study in Barcelona, Spain at the Universitad Autonoma de Barcelona.

Heloisa Speranza Modesto

Heloísa Speranza Modesto was born in the state of Sao Paulo, in the Southeast of Brazil. She holds an agronomy degree from the Federal University of Lavras in Minas Gerais, Brazil and has recently finished her Master of Arts degree in Human Ecology at the University of Alberta. She worked facilitating the organization and capacity building of rural women's groups in Northeast Brazil during her CIDA Youth Internship in 1998. For her graduate research, she conducted her research with an artisan Mayan women's group in Guatemala.

Alison Naimark

Alison Naimark recently graduated with a Degree in International Development Studies and Anthropology from the University of Toronto. She is currently working as a CIDA intern with Pueblito Canada. In mid August Alison will be traveling to the Dominican Republic to work with CEDECO, a local NGO. As a component of her university education, Alison spent one year working with the Women 's Secretariat in Santiago, Chile. While there, she was responsible for conducting an impact assessment of labour training courses offered t_ female heads of households. Alison has also spent one month volunteering in Nicaragua. While in the Dominican Republic, some of her responsibilities will include project monitoring, proposal writing, fieldwork, and fundraising.

Claudia Paguaga

Claudia Paguaga holds a master's degree in political science/developmental studies from Carleton University in Ottawa. In the fall of 2000, she was selected by the *Canadian Foundation for the Americas* (FOCAL) to participate in the *Youth International Internship Program* (YIIP), which is financed by the *Department of Foreign Affairs and International Trade* (DFAIT) and was sent to Montevideo, Uruguay to work for the *Inter-American Children's Institute* (OAS) for a period of 6 months. During her internship, Ms. Paguaga researched several issues affecting children (i.e.: child labour, sexual exploitation, adoption, poverty, etc.) and compiled a document on the situation of child labour in Latin America, which was to be used as background information by the *Uruguayan National Committee for the Elimination of Child Labour.* Ms. Paguaga returned to Ottawa in mid-March and shortly after began coordinating the 2001-2002 Youth International Internship Program for FOCAL.

Carole Piovesan

Having graduated from McGill University in May 1999 with a BA in Political Science and a minor in Cultural Studies, Carole left for Panama that same year to complete an internship with the Federación Nacional de Padres y Amigos de Personas con Discapacidad - an internship funded by the Department of Foreign Affairs and International Trade and organized by the Canadian Association for Community Living (CACL).

During her six-month placement, Carole met with local family-based groups in five provinces to help stimulate activity within a grassroots movement of parents who have a child with a disability; a movement working to include people with disabilities into all aspects of community living. Carole also spent time working with the national organization in Panama City, assisting with fundraising and event/project coordinating. From this internship resulted a compilation book of inspirational testimonies called *"La luz de mi camino"*, published by CACL in 1999.

While in Central America, Carole also briefly traveled to Nicaragua to research some of the work being done by several local disability-related youth networks. There, she visited with families in Sta. Teresa, Ciudad Darío, Granada and Managua and met with members of two well-known local youth/family-based organizations advocating for the rights of people with disabilities.

Since her return to Canada in April 2000, Carole has been working at CACL as the Internship Coordinator and Communications and Projects Officer. In October 2001, Carole will begin a MSc in Social Policy and Planning in Developing Countries at the London School of Economics and Political Science.

Anne von Finckenstein

The daughter of a Canadian diplomat, Anne von Finckenstein grew up in Colombia, Germany and Singapore. She has a B.A. in Communications from McGill University in Montreal, and is currently pursing an International MBA from the Schulich School of Business at York University. Earlier this year, Ms. von Finckenstein spent four months in Santiago, Chile, working with the VP of Marketing at Coasin, a telecommunications firm that is a subsidiary of Alcatel. She has six years corporate communications and marketing experience, and has worked for The Gazette in Montreal, TransNational (an American direct marketing firm) in Toronto, PriceWaterhouse in Warsaw, Poland, and Euronet (an American high-tech startup) in Budapest, Hungary. She speaks English, German, Spanish, French and a smattering of Italian, Polish and Hungarian.

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SELECTED CCFPD REPORTS FROM 2000-2002

Terrorism

Report from the Roundtable: The New Face of Terrorism. CCFPD. October 26, 2001.

Summary Report from the Roundtable: The Impact of September 11 on International Relations and Canada's Foreign Policy. CCFPD. November 27, 2001.

New Diplomacy

Report from the Conference on New Diplomacy: The Development of International Law. CCFPD. April 5-7, 2001.

The New Diplomacy: The Global Compact and United Nations Institutions. CCFPD. July 14-15, 2000.

Report from the Conference on 'New Diplomacy': The United Nations, Like-minded Countries and Non-Governmental Organizations. CCFPD. September 28, 1999.

Report from the Roundtable on Just War and Genocide. CCFPD. December 8-9, 2000.

Report from the Ottawa Roundtable for the International Commission on Intervention and State Sovereignty (ICISS). CCFPD. January 15, 2001.

Conflict Prevention and Peacebuilding

Summary Report from the Roundtable on Afghanistan: Governance Scenarios and Canadian Policy Options. CCFPD. October 12, 2001.

Nile Waters Management and Links to Conflict Management and Food Security in the Horn of Africa. Tag El Khazin, Subsahara Center. July 3, 2001.

Report from the Roundtable: Judges and Peace Operations. CCFPD. March 9, 2001.

Renewing Partnerships for the Prevention of Armed Conflict: Options to Enhance Rapid Deployment and Initiate a UN Standing Emergency Capability. Peter Langille. Global Human Security Ideas and Initiatives. Fall 2000.

Report from the Roundtable on Expert Deployment to International Peace Operations. CCFPD. September 12, 2000.

Canadian Peacebuilding in the Middle East: Case Study of the Canada Fund in Israel/Palestine and Jordan. Tami Amanda Jacoby, University of Manitoba. Fall 2000.

Les enterprises canadiennes et la consolidation de la paix. Jean-Francois Rioux, Francisco-José Valiente, and Christian Geiser, Université du Québec a Montréal. Le 31 octobre 2000.

New Directions in US Foreign Policy

Report from the Denver Roundtable: New Directions in U.S. Foreign Policy. CCFPD. November 2, 2001.

Summary of Key Point From Presentations and Discussions: Foreign Policy Trends in the U.S. Roundtable. CCFPD and the Institute on Global Conflict and Cooperation, University of California at San Diego, California, United States. March 20, 2001.

Summary of Key Points from Presentations and Discussions: The Washington D.C. Roundtable on Trends in U.S. Foreign Policy. CCFPD and the Woodrow Wilson Centre, Washington DC. April 2, 2001.

Summary of Key Points from Brief Presentations and Discussions: Foreign Policy Trends in the U.S. Roundtable. CCFPD and University of Alberta, Edmonton, Alberta, Canada. April 12, 2001.

Summary of Key Points from Presentations and Discussions: The Toronto Roundtable on the Bush Administration's Foreign Policy - Challenges and Implications for Canada. CCFPD and the Munk Centre, University of Toronto, Toronto, Ontario, Canada. May 18, 2001.

Halifax Roundtable on US Foreign Policy. CCFPD and Saint Mary's University, Halifax, N.S.. June 15, 2001.

Nuclear Weapons and Small Arms

UN 2001 Conference on Illicit Trade of Small Arms in All its Aspects: Briefing and Discussion. Wendy Cukier, Coalition for Gun Control. December 19, 2000.

The Ottawa Group Report on Small Arms, Light Weapons (SALW) and Non-State Actors. CCFPD and Centre for Defence Studies. November 7-8, 2000.

Ballistic Missiles Foreign Experts Roundtable Report. Ernie Regehr, Project Ploughshares and CCFPD. March 30, 2000.

NATO-Nuclear Weapons Roundtable Report. CCFPD. August 24-25, 2000.

Small Arms and the OAS Roundtable Report. CCFPD. April 28, 2000.

Examen des récentes initiatives gouvernementales et d'ONG concernant les armes légères et évaluation de leur éfficacité: proposition pour un indice de sécurité individuelle (ISI). Frances Gaudreault et al. été 2000.

Globalization and Firearms: A Public Health Perspective. Wendy Cukier et al. Fall 2000.

Borders

Perspectives on the Borderless World: Issues for Canada. Heather Nicol and Ian Townsend-Gault. Fall 2000.

Technology

Privacy, Sovereignty and Technology Roundtable Report. Marketa Geislerova, Canadian Centre for Foreign Policy Development. March 23, 2001.

Children's Rights

Children and Violent Conflict: Meeting the Challenge of Diversity. Erin Baines, Dalhousie University; Barry Burciul, University of Toronto. Summer 2000.

Business and Labour

Canadian Corporate Contributions to Democratic Development and Citizen Participation in Developing Countries: Recommendations on Identifying and Supporting Corporate Efforts through Canadian Foreign Policy. Darin Rovere, Centre for Innovation in Corporate Responsibility. September 26, 2000.

Canadian Firms, Canadian Values. Canadian Business for Social Responsibility. May 2000.

Law

Canadian Council on International Law 29th Annual Conference - Policy Options Paper. Kim Carter et. al. December 2000.

Africa

Summary Report from the Roundtable on Good Governance and Africa. CCFPD. October 25, 2001.

Rebirth of the Somali State: Policy Options and Programme Opportunities for Canada. Partnership Africa-Canada, Som-Can Institute for Research & Development. November 3-4, 2000.

Sudan Civil Society Symposium. Sudan Inter-Agency Reference Group. June 5-6, 2000

Report from the Ottawa Nigeria Roundtable. CCFPD. March 20, 2000.

Asia-Pacific

Report from the Roundtable: Good Governance and the Philippines. CCFPD. March 16, 2001.

Decentralization and Challenges to Unity: Report on the Indonesia Roundtable 2001. Centre for Dialogue, Simon Fraser University. April 19-21, 2001.

Democracy and Identity Conflicts in Asia: Identifying the Issues for Canada and Multilateral Institutions. University of Toronto-York University Joint Centre for Asia Pacific Studies. March 2001.

Report from the North Korea Roundtable. CCFPD. January 22, 2001.

Report from the Burma and Drugs Roundtable. CCFPD. May 15, 2000.

Europe

Report from the Roundtable Living Together: Sharing the Canadian Experience. Marketa Geislerova, Canadian Centre for Foreign Policy Development. March 28-30, 2001 (Banff, Alberta) and June 15-17, 2001 (Larnaca, Cyprus).

Report on Cyprus: Living Together in the New Century Roundtable. CCDPE. February 14, 2000.

Americas

Workshop Report: Canadian Media Coverage of the Americas. FOCAL. March 2, 2001

Canada, Indigenous Peoples and the Hemisphere Roundtable Report. CCFPD. March 23, 2000.

Canadian Voices: The Americas. CCFPD. Fall 2001.

Threats to Democracy in America. Max Cameron, FOCAL. March 3-4, 2000.

Report from the Roundtable on Canada-Cuba Relations. CCFPD. January 18, 2000.

Culture

Commerce international et diversité culturelle: à la recherche d'un difficile équilibre. Ivan Bernier, Université Laval and Dave Atkinson. 2000.

Circumpolar Issues

Roundtable on Northern Foreign Policy: Feedback and Look Ahead. CCFPD. February 5, 2001.

Foreign Policy Research

Gendered Discourses, Gendered Practices: Feminists (Re)Write Canadian Foreign Policy. Claire Turenne Sjolander, University of Ottawa; Heather Smith, University of Northern British Columbia; Deborah Stienstra, University of Winnipeg. May and July 2000.

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